

TF Standard V Reflection

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Productivity and Professional Practice

Although student technology use may always take center stage-and appropriately so, educators also need modern technologies in professional practice and enhancing professional learning (Williamson & Redish, 2009). Turning a school into a professional learning community does not happen quickly. Time, a plan, adequate budgets, administrative support and skilled technology staff are vital to the success of creating a professional learning community. The added responsibility of this task belongs to technology facilitators and leaders as they help others use technology. Educators with strong technology skills enhance their own productivity and professional practice which indirectly benefits students. The technology software market is vast and contains many productivity tools. Some of these tools are great resources for educators to use to become efficient and productive.

The use of productivity and telecommunication tools is currently a daily activity for most of us. When I first entered the workforce we did not have the tools mentioned above. Communication was accomplished by telephone, mail or face to face. This program has introduced a large variety of communication tools to the participants. Communication software, such as blogs, wikis, e-mail, instant messaging (IM), and video conferencing can provide timely, interactive, and criterion-based feedback to students (Pitler, Hubbell, Kuhn & Malenoski, 2007). During this program I had the opportunity to work with several of the tools listed. My thoughts prior to the activities centered on the fun we would have experimenting and playing. I was under the misconception the tools were not beneficial in a productivity setting. I created a blog and was surprised at how easy the steps were to create one. The wiki was difficult for me to grasp but I completed the assignment by using Google to search for tutorials. The majority of the remaining tools I had previous experience working with but continued to learn more about the

tools, resources and tutorials available. During one of my field-based activities I was charged with professional development for a group of teachers. I quickly realized it was much more than just a training session. Standard V provides further guidance on how to approach and accomplish the work (Williamson & Redish, 2009). I followed the steps outlined in the standards: preparing, implementing, assessing, reflecting, modifying, involving parents, communication with the community, administrative duties and participating in professional growth activities. The task is complex and consist of many steps but is vital to the success of educating students successfully. One statement in our reading assignment came to mind during this process. As educators, we can't sit on the sidelines watching it happen (Solomon & Schrum, 2007). This applied to me also as a technology leader. I had to rise to the task and work through the steps required to provide quality professional development.

References

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